

**Texas Education Agency  
Standard Application System (SAS)**

**2014-2016 Technology Lending Program Grant**

<b>Program authority:</b>	General Appropriations Act, Article III, Rider 8, 83rd Texas Legislature; TEC, Chapter 31, Section 31.021(f) and Chapter 32	<b>FOR TEA USE ONLY</b> Write NOGA ID here:  Place date stamp here: <div style="text-align: right; font-size: small;">             Received              Texas Education Agency              2014 MAY 13 PM 1:27              Document Control Center           </div>
<b>Grant period:</b>	October 1, 2014, to August 31, 2016	
<b>Application deadline:</b>	5:00 p.m. Central Time, May 13, 2014	
<b>Submittal information:</b>	Four complete copies of the application, three with original signature (blue ink preferred), must be received no later than the aforementioned time and date at this address: <div style="text-align: center;">           Document Control Center, Division of Grants Administration            Texas Education Agency            1701 North Congress Ave            Austin TX 78701-1494         </div>	
<b>Contact information:</b>	Kathy Ferguson: techlending@tea.state.tx.us; (512) 463-9400	

**Schedule #1—General Information**

**Part 1: Applicant Information**

Organization name	County-District #	Campus name/#	Amendment #
Highland Park ISD	188-903	Middle School 188903041	
Vendor ID #	ESC Region #	US Congressional District #	DUNS #
1751604654	16	13th	005022066
Mailing address		City	State ZIP Code
PO Box 30430		Amarillo	TX 79120-

**Primary Contact**

First name	M.I.	Last name	Title
Buddy		Freeman	Superintendent
Telephone #	Email address		FAX #
(806) 335-2823 ext 205	Buddy.Freeman@hpsid.net		(806) 335-3547

**Secondary Contact**

First name	M.I.	Last name	Title
Susan		Looney	Technology Director
Telephone #	Email address		FAX #
(806) 335-2821 ext 120	Susan.Looney@hpsid.net		(806) 335-3215

**Part 2: Certification and Incorporation**

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

**Authorized Official:**

First name	M.I.	Last name	Title
Buddy		Freeman	Superintendent
Telephone #	Email address		FAX #
(806) 335-2823 ext 205	Buddy.Freeman@hpsid.net		(806) 335-3547
Signature (blue ink preferred)		Date signed	


05/08/2014  
Only the legally responsible party may sign this application.

701-14-107-176

**Schedule #1—General Information (cont.)**

County-district number or vendor ID: 188-903

Amendment # (for amendments only):

**Part 3: Schedules Required for New or Amended Applications**

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8	Professional and Contracted Services (6200)	<input type="checkbox"/>	<input type="checkbox"/>
9	Supplies and Materials (6300)	<input type="checkbox"/>	<input type="checkbox"/>
10	Other Operating Costs (6400)	<input type="checkbox"/>	<input type="checkbox"/>
11	Capital Outlay (6600/15XX)	<input type="checkbox"/>	<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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**Schedule #2—Required Attachments and Provisions and Assurances**

County-district number or vendor ID: 188-903

Amendment # (for amendments only):

**Part 1: Required Attachments**

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
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No fiscal-related attachments are required for this grant.

#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
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No program-related attachments are required for this grant.

**Part 2: Acceptance and Compliance**

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

**Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.**

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>program guidelines for this grant</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements.

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**Schedule #2—Required Attachments and Provisions and Assurances**

County-district number or vendor ID: 188-903

Amendment # (for amendments only):

**Part 3: Program-Specific Provisions and Assurances**☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant assures that funds provided under the Instructional Materials Allotment (IMA) or other funding are insufficient to purchase enough lending technology for every student who needs dedicated access to a device.
4.	The applicant assures that it will provide access to lending technology and residential access to the Internet for students, including economically disadvantaged students and students with disabilities, who do not already have either the needed equipment or Internet service for learning at home.
5.	The applicant understands that equipment purchased with Technology Lending Program Grant funds is the property of the district or charter school.
6.	The applicant assures that infrastructure and technical support are adequate to support students' use of loaned equipment provided through the grant at its participating campus(es).
7.	The applicant assures that it will provide adequate staff to administer the program and ensure successful implementation.
8.	The applicant assures that it will account for the technology lending equipment in accordance with district policy for accounting for such equipment, including providing insurance when insurance is typically provided for such equipment. The applicant understands that the grant funds cannot be used to replace lost, stolen, or damaged equipment.
9.	The applicant assures that it will obtain a Technology Lending Agreement signed by the parents/guardian of each participating student and by the student participating in the program, including an assurance of student's mastery of the grade-appropriate Digital Citizenship strand of the Technology Applications Texas Essential Knowledge and Skills.
10.	The applicant assures that it has an approved 2013-2014 district technology plan on file with TEA. The applicant understands that if an approved 2013-2014 district technology plan is not on file with TEA at the time the applications is submitted to TEA on the application due date, the application is not eligible to be funded.
11.	The applicants assures that it is at Developing or higher Level of Progress in Teaching and Learning and in Educator Preparation in their Texas Campus School Technology and Readiness (STaR Chart) report for the 2012-2013 school year.
11.	The applicant assures that technology lending and use of electronic instructional materials are incorporated into school district or open-enrollment charter school's technology plan.
12.	The applicant assures that appropriate professional development has already been provided for teachers in the use of digital content or that appropriate professional development will be provided within the first three months of the grant period (i.e., October 1, 2014-December 31, 2014) to be prepared for the grant implementation.
13.	The applicant assures that a minimum of 50% of the funds awarded will be spent within the first four months of the grant period (i.e., October 1, 2014-February 1, 2015), and that 100% of the funds will be expended no later than the end of the 1 <sup>st</sup> year of the grant period (i.e. August 31, 2015) to ensure full program implementation through August 31, 2016.
14.	The applicant agrees to collect and report the data for the performance measures stated in the Program Guidelines under Program Evaluation. The applicant assures it will develop appropriate systems and processes to collect and report the required data.

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**Schedule #4—Request for Amendment**

County-district number or vendor ID: 188-903

Amendment # (for amendments only):

**Part 1: Submitting an Amendment**

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail **or** by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Division of Grants Administration, Texas Education Agency, 1701 N. Congress Ave., Austin TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-7915.

The last day to submit an amendment to TEA is listed on the [TEA Grant Opportunities](#) page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

**Part 2: When an Amendment Is Required**

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend" guidance posted in the Amendments section of the Division of Grants Administration [Grant Management Resources](#) page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

**Part 3: Revised Budget**

			A	B	C	D
#	Schedule #	Class/ Object Code	Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
2.	Schedule #8: Contracted Services	6200	\$	\$	\$	\$
3.	Schedule #9: Supplies and Materials	6300	\$	\$	\$	\$
4.	Schedule #10: Other Operating Costs	6400	\$	\$	\$	\$
5.	Schedule #11: Capital Outlay	6600/ 15XX	\$	\$	\$	\$
6.	Total direct costs:		\$	\$	\$	\$
7.	Indirect cost ( %):		\$	\$	\$	\$
8.	Total costs:		\$	\$	\$	\$

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By TEA staff person:

**Schedule #4—Request for Amendment (cont.)**

County-district number or vendor ID: 188903

Amendment # (for amendments only):

**Part 4: Amendment Justification**

Line #	# of Schedule Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

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**Schedule #5—Program Executive Summary**

County-district number or vendor ID: 188-903

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Highland Park Independent School District strives to create a learning atmosphere that is conducive to the learning styles of the 21<sup>st</sup> Century Learners, with lessons designed for digital natives that are currently enrolled in the district. With technology constantly evolving, Highland Park ISD continually investigates and instigates technology rich atmospheres that will aid in classroom enrichment.

Writing and Mathematics have presented our 64.2% Economically Disadvantaged students difficulty for the past few years. With the use of our 1 to 1 Laptop Initiative, our scores on Standardized Tests have steadily increased, more specifically, in the past 2 years. We are currently in our 8<sup>th</sup> Year of 1 to 1 MacBooks with our Students. The technology in the past 3 years has increased exponentially and Highland Park ISD has stayed current with the latest software. However, with the current initiative comes an array of issues: maintenance, breakage and lack of computers to meet all students' needs. Currently, the 6<sup>th</sup> Grade students are not in the MacBook initiative. Due to recent budget situations, it has been decided to start the 6<sup>th</sup> and 7<sup>th</sup> grade students with a 1 to 1 iPad Air program during the 2014-15 school year. The 1 to 1 MacBook Initiative will continue with currently owned MacBooks for the 2014-15 eighth grade students and High School students. The plan is to have all the middle school students transitioned to iPads by the 2015-16 school year. The 2014-15 sixth and seventh grades students will be issued an iPad Air bought with this grant money. The iPads will have protective cases and a Bluetooth keyboard.

In addition, the Elementary School has undergone its own technology integration initiative for the past several years, gaining many iPads for the campus. Currently, there are roughly 3-5 per classroom. With this grant, Highland Park ISD will move iPads currently owned by the district into the elementary classrooms so more students would be immersed into a digital curriculum. The elementary campus has pursued more electronic iPad applications for the elementary students. The campus will continue to utilize curriculum that allows the students to have more active participation through technological means. This is being accomplished now with 3-5 iPads in each elementary classroom, but this grant would allow more students to be technologically engaged in the digital lessons by moving the currently owned iPads being used in the Middle school to the elementary.

The district currently has 29.6 % of the students labeled as At-Risk. The iPad Air 1 to 1 initiative would increase student interest in a digital atmosphere possibly decreasing the chances of the At-Risk students from dropping out of school.

The 2014-15 sixth graders will also have the opportunity to participate in the Highland Park 6<sup>th</sup> grade iPad band program. The students in these band classes are taught to make digital music with applications on the iPad and they are allowed to perform and many public functions which increases their self worth and self-esteem.

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**Schedule #5—Program Executive Summary (cont.)**

County-district number or vendor ID: 188-903

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

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<b>Schedule #6—Program Budget Summary</b>						
County-district number or vendor ID: 188-903				Amendment # (for amendments only):		
Program authority: General Appropriations Act, Article III, Rider 8, 83rd Texas Legislature; Texas Education Code, Chapter 31, Section 31.021(f) and Chapter 32						
Grant period: October 1, 2014, to August 31, 2016				Fund code: 410		
<b>Budget Summary</b>						
Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost	
Schedule #8	Professional and Contracted Services (6200)	6200	\$	\$	\$0	
Schedule #9	Supplies and Materials (6300)	6300	\$100,000	\$	\$100,000	
Schedule #10	Other Operating Costs (6400)	6400	\$	\$	\$0	
Schedule #11	Capital Outlay (6600/15XX)	6600/ 15XX	\$	\$	\$0	
Total direct costs:			\$	\$	\$100,000	
Percentage% indirect costs (see note):			N/A	\$	\$0	
Grand total of budgeted costs (add all entries in each column):			<b>\$100,000</b>	<b>\$</b>	<b>\$100,000</b>	
<b>Administrative Cost Calculation</b>						
Enter the total grant amount requested:					\$100,000	
Percentage limit on administrative costs established for the program (15%):					× .15	
Multiply and round down to the nearest whole dollar. Enter the result.						
This is the maximum amount allowable for administrative costs, including indirect costs:					\$15,000	

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

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Schedule #8—Professional and Contracted Services (6200)																	
County-district number or vendor ID: 188-903		Amendment # (for amendments only):															
<b>NOTE:</b> Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.																	
Expense Item Description			Grant Amount Budgeted														
6269	Rental or lease of buildings, space in buildings, or land Specify purpose:		\$0														
6299	Contracted publication and printing costs (specific approval required only for nonprofits) Specify purpose:		\$0														
62XX	ESC charges as per approved cost allocation plan, such as internal service fund. To be completed by ESC only when ESC is the applicant. Check all that apply: <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td><input type="checkbox"/> Salaries/benefits</td> <td><input type="checkbox"/> Other:</td> </tr> <tr> <td><input type="checkbox"/> Networking (LAN)</td> <td><input type="checkbox"/> Other:</td> </tr> <tr> <td><input type="checkbox"/> Computer/office equipment lease</td> <td><input type="checkbox"/> Other:</td> </tr> <tr> <td><input type="checkbox"/> Building use</td> <td><input type="checkbox"/> Other:</td> </tr> <tr> <td><input type="checkbox"/> Copier/duplication services</td> <td><input type="checkbox"/> Other:</td> </tr> <tr> <td><input type="checkbox"/> Telephone</td> <td><input type="checkbox"/> Other:</td> </tr> <tr> <td><input type="checkbox"/> Administrative</td> <td><input type="checkbox"/> Other:</td> </tr> </table>		<input type="checkbox"/> Salaries/benefits	<input type="checkbox"/> Other:	<input type="checkbox"/> Networking (LAN)	<input type="checkbox"/> Other:	<input type="checkbox"/> Computer/office equipment lease	<input type="checkbox"/> Other:	<input type="checkbox"/> Building use	<input type="checkbox"/> Other:	<input type="checkbox"/> Copier/duplication services	<input type="checkbox"/> Other:	<input type="checkbox"/> Telephone	<input type="checkbox"/> Other:	<input type="checkbox"/> Administrative	<input type="checkbox"/> Other:	\$0
<input type="checkbox"/> Salaries/benefits	<input type="checkbox"/> Other:																
<input type="checkbox"/> Networking (LAN)	<input type="checkbox"/> Other:																
<input type="checkbox"/> Computer/office equipment lease	<input type="checkbox"/> Other:																
<input type="checkbox"/> Building use	<input type="checkbox"/> Other:																
<input type="checkbox"/> Copier/duplication services	<input type="checkbox"/> Other:																
<input type="checkbox"/> Telephone	<input type="checkbox"/> Other:																
<input type="checkbox"/> Administrative	<input type="checkbox"/> Other:																
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:			\$0														
Professional Services, Contracted Services, or Subgrants Less Than \$10,000																	
#	Description of Service and Purpose	Check If Subgrant	Grant Amount Budgeted														
1		<input type="checkbox"/>	\$0														
2		<input type="checkbox"/>	\$0														
3		<input type="checkbox"/>	\$0														
4		<input type="checkbox"/>	\$0														
5		<input type="checkbox"/>	\$0														
6		<input type="checkbox"/>	\$0														
7		<input type="checkbox"/>	\$0														
8		<input type="checkbox"/>	\$0														
9		<input type="checkbox"/>	\$0														
10		<input type="checkbox"/>	\$0														
b. Subtotal of professional services, contracted services, or subgrants less than \$10,000:			\$0														
Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000																	
Specify topic/purpose/service:			<input type="checkbox"/> Yes, this is a subgrant														
Describe topic/purpose/service:																	
1	Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted														
	Contractor's payroll costs	# of positions:															
	Contractor's subgrants, subcontracts, subcontracted services																
	Contractor's supplies and materials																
	Contractor's other operating costs																
	Contractor's capital outlay (allowable for subgrants only)																
Total budget:			\$0														
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Schedule #8—Professional and Contracted Services (6200)			
County-District Number or Vendor ID: 188-903		Amendment number (for amendments only):	
<b>Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000 (cont.)</b>			
2	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service:		
	<b>Contractor's Cost Breakdown of Service to Be Provided</b>		<b>Grant Amount Budgeted</b>
	Contractor's payroll costs	# of positions:	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$
	Contractor's supplies and materials		\$
	Contractor's other operating cost		\$
	Contractor's capital outlay (allowable for subgrants only)		\$
Total budget:		\$0	
3	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service:		
	<b>Contractor's Cost Breakdown of Service to Be Provided</b>		<b>Grant Amount Budgeted</b>
	Contractor's payroll costs	# of positions:	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$
	Contractor's supplies and materials		\$
	Contractor's other operating costs		\$
	Contractor's capital outlay (allowable for subgrants only)		\$
Total budget:		\$0	
4	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service:		
	<b>Contractor's Cost Breakdown of Service to Be Provided</b>		<b>Grant Amount Budgeted</b>
	Contractor's payroll costs	# of positions:	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$
	Contractor's supplies and materials		\$
	Contractor's other operating costs		\$
	Contractor's capital outlay (allowable for subgrants only)		\$
Total budget:		\$0	
5	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service:		
	<b>Contractor's Cost Breakdown of Service to Be Provided</b>		<b>Grant Amount Budgeted</b>
	Contractor's payroll costs	# of positions:	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$
	Contractor's supplies and materials		\$
	Contractor's other operating costs		\$
	Contractor's capital outlay (allowable for subgrants only)		\$
Total budget:		\$0	

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Schedule #8—Professional and Contracted Services (6200)			
County-District Number or Vendor ID: 188-903		Amendment number (for amendments only):	
<b>Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000 (cont.)</b>			
6	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service:		
	<b>Contractor's Cost Breakdown of Service to Be Provided</b>		<b>Grant Amount Budgeted</b>
	Contractor's payroll costs	# of positions:	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$
	Contractor's supplies and materials		\$
	Contractor's other operating costs		\$
	Contractor's capital outlay (allowable for subgrants only)		\$
Total budget:		\$	
7	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service:		
	<b>Contractor's Cost Breakdown of Service to Be Provided</b>		<b>Grant Amount Budgeted</b>
	Contractor's payroll costs	# of positions:	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$
	Contractor's supplies and materials		\$
	Contractor's other operating costs		\$
	Contractor's capital outlay (allowable for subgrants only)		\$
Total budget:		\$	
8	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service:		
	<b>Contractor's Cost Breakdown of Service to Be Provided</b>		<b>Grant Amount Budgeted</b>
	Contractor's payroll costs	# of positions:	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$
	Contractor's supplies and materials		\$
	Contractor's other operating costs		\$
	Contractor's capital outlay (allowable for subgrants only)		\$
Total budget:		\$	
c. Subtotal of professional services, contracted services, and subgrants greater than or equal to \$10,000:		\$	
a. Subtotal of professional services, contracted services, and subgrant costs requiring specific approval:		\$	
b. Subtotal of professional services, contracted services, or subgrants less than \$10,000:		\$	
c. Subtotal of professional services, contracted services, and subgrants greater than or equal to \$10,000:		\$	
d. Remaining 6200—Professional services, contracted services, or subgrants that do not require specific approval:		\$	
(Sum of lines a, b, c, and d) Grand total		\$0	

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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Schedule #9—Supplies and Materials (6300)							
County-District Number or Vendor ID: 188-903					Amendment number (for amendments only):		
Expense Item Description							
63XX	ESC charges as per approved cost allocation plan, such as internal service fund. To be completed by ESC only when ESC is the applicant. Check all that apply:					Grant Amount Budgeted	
	<input type="checkbox"/>	Print shop fees	<input type="checkbox"/>	Technology-related supplies			
	<input type="checkbox"/>	Postage	<input type="checkbox"/>	Other:			
	<input type="checkbox"/>	Copy paper	<input type="checkbox"/>	Other:			
6399	Technology Hardware—Not Capitalized						
	#	Type	Purpose	Quantity	Unit Cost	Grant Amount Budgeted	
	1	iPad Air 32 GB WF	Content Delivery Device	143	\$589	\$100,000	
	2	Griffin Survivor	Device Protection	143	\$52		
	3	Apple BT Keyboard	Data Input	143	\$59		
	4				\$		
	5				\$		
6399	Technology software—Not capitalized					\$0	
6399	Supplies and materials associated with advisory council or committee					\$0	
Subtotal supplies and materials requiring specific approval:						\$100,000	
Remaining 6300—Supplies and materials that do not require specific approval:						\$0	
Grand total:						\$100,000	

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
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Schedule #10—Other Operating Costs (6400)			
County-District Number or Vendor ID:		Amendment number (for amendments only):	
Expense Item Description			Grant Amount Budgeted
64XX	ESC charges as per approved cost allocation plan, such as internal service fund. To be used by ESC when ESC is the applicant. Check all that apply:		\$
	<input type="checkbox"/> ESC-owned vehicle usage	<input type="checkbox"/> Other:	
	<input type="checkbox"/> Insurance	<input type="checkbox"/> Other:	
6411	Out-of-state travel for employees (includes registration fees)		\$
	Specify purpose:		
6412	Travel for students (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations.		\$
	Specify purpose:		
6413	Stipends for non-employees (specific approval required only for nonprofit organizations)		\$
	Specify purpose:		
6419	Travel for non-employees (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations		\$
	Specify purpose:		
6411/ 6419	Travel costs for executive directors (6411); superintendents (6411); or board members (6419): Includes registration fees		\$
	Specify purpose:		
6429	Actual losses that could have been covered by permissible insurance		\$
6490	Indemnification compensation for loss or damage		\$
6490	Advisory council/committee travel or other expenses		\$
6499	Membership dues in civic or community organizations (not allowable for university applicants)		\$
	Specify name and purpose of organization:		
6499	Publication and printing costs—if reimbursed (specific approval required only for nonprofit organizations)		\$
	Specify purpose:		
Subtotal other operating costs requiring specific approval:			\$
Remaining 6400—Other operating costs that do not require specific approval:			\$
Grand total:			\$0

In-state travel for employees does not require specific approval. Field trips consistent with grant program guidelines do not require specific approval. See TEA Guidelines Related to Specific Costs for more information about field trips. For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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Schedule #11—Capital Outlay (6600/15XX)					
County-District Number or Vendor ID:			Amendment number (for amendments only):		
15XX is only for use by charter schools sponsored by a nonprofit organization.					
#	Description/Purpose	Quantity	Unit Cost	Grant Amount Budgeted	
<b>6669/15XX—Library Books and Media (capitalized and controlled by library)</b>					
1		N/A	N/A	\$	
<b>66XX/15XX—Technology hardware, capitalized</b>					
2			\$	\$	
3			\$	\$	
4			\$	\$	
5			\$	\$	
6			\$	\$	
7			\$	\$	
8			\$	\$	
9			\$	\$	
10			\$	\$	
11			\$	\$	
<b>66XX/15XX—Technology software, capitalized</b>					
12			\$	\$	
13			\$	\$	
14			\$	\$	
15			\$	\$	
16			\$	\$	
17			\$	\$	
18			\$	\$	
<b>66XX/15XX—Equipment, furniture, or vehicles</b>					
19			\$	\$	
20			\$	\$	
21			\$	\$	
22			\$	\$	
23			\$	\$	
24			\$	\$	
25			\$	\$	
26			\$	\$	
27			\$	\$	
28			\$	\$	
<b>66XX/15XX—Capital expenditures for improvements to land, buildings, or equipment that materially increase their value or useful life</b>					
29				\$	
<b>Grand total:</b>				<b>\$100,000</b>	

For a list of unallowable costs, as well as guidance related to capital outlay, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds															
County-district number or vendor ID: 188-903										Amendment # (for amendments only):					
<b>Part 1: Student Demographics.</b> Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comments section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program.															
<b>Total enrollment:</b>										143					
<b>Category</b>	<b>Number</b>	<b>Percentage</b>								<b>Category</b>	<b>Percentage</b>				
African American	6	N/A								Attendance rate	97%				
Hispanic	45	N/A								Annual dropout rate (Gr 9-12)	1.2%				
White	79	N/A								TAKS met 2011 standard, all tests (sum of all grades tested; standard accountability indicator)	N/A				
Asian	3	N/A								TAKS commended 2011 performance, all tests (sum of all grades tested)	N/A				
Economically disadvantaged	92	64.2%								Students taking the ACT and/or SAT	N/A				
Limited English proficient (LEP)	9	6.3%								Average SAT score (number value, not a percentage)	N/A				
Disciplinary placements	1	.8%								Average ACT score (number value, not a percentage)	N/A				
<b>Comments</b>															
<b>Part 2: Students to Be Served with Grant Funds.</b> Enter the number of students in each grade, by type of school, projected to be served under the grant program.															
<b>School Type</b>	<b>PK (3-4)</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>	<b>Total</b>
Public								54	89						143
Open-enrollment charter school															
Public institution															
Private nonprofit															
Private for-profit															
<b>TOTAL:</b>															

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## Schedule #13—Needs Assessment

County-district number or vendor ID: 188-903

Amendment # (for amendments only):

**Part 1: Process Description.** A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Highland Park ISD is a small district that allows for very close supervision and determination of the campus needs. Our Superintendent, Technology Director, and campus administrators met in order to determine needs. We currently have enough student laptop computers on the Junior High School campus for the 8<sup>th</sup> grade students. Due to financial constraints, we have decided to transition all middle school students to iPads in place of MacBooks over the next few years. The projected enrollment of 143 students for the Junior High School 6<sup>th</sup> and 7<sup>th</sup> grade students leaves a shortage of laptops needed to complete a 1 to 1 MacBook ratio for all middle school students. It has been determined that the 6<sup>th</sup> and 7<sup>th</sup> grade students would be without a laptop computer. With the lack of a complete 1 to 1 MacBook integration at the 6<sup>th</sup> and 7<sup>th</sup> grade levels, the economically disadvantaged students are not given the opportunities to benefit from digital lessons due to a lack of technology access. The teachers have been trained in digital tools in order to access the content. If HPISD receives this grant, we plan to purchase iPad Air devices for all 6<sup>th</sup> and 7<sup>th</sup> grade students to be lent to the students for the remainder of their middle school career.

6<sup>th</sup> Grade Students, until now, have been using outdated iPad 2s that were purchased previously. These iPads are currently running an Operating System that is no longer supported by Apple. In addition, the students have been able to share the current iPads at school. The purchase of the iPad Airs would allow a more seamless integration of the student directed technology that has become consistent in the middle school curriculum. The current pitfalls include: lack of iPads and inability to take iPads home due to limited quantity. These first model iPads however will be utilized on the elementary campus with older software applications.

Each campus is currently served via Gigabit-switched Ethernet and 802.11N Wireless Internet. All campuses are wired with a minimum of 4 drops per classroom with a link back to the network control center via gigabit fiber connections. District Internet Connection to Region 16 Service Center is filtered through Content Filtering and a Firewall. The current iPads at the middle school are managed through the Casper Suite JSS Management System. This management system allows District Technology Staff to track and manage Laptop Computers as well as the current iPads. This system is currently in place and able to accommodate additional iPads as the district needs continue to grow. The district currently has sufficient wireless networks in place to accommodate the additional iPad Airs. The district will also utilize the "Find My iPad" application on the devices to help locate any lost or stolen devices.

83% of our students have access to Wi-Fi at their homes. These students own no other technological devices except those provided through District Resources. These parents have sacrificed under their economic situations in order for their children to succeed. In certain cases, multiple families have co-oped resources and turned multiple houses into a hot spot area that the neighborhood is able to utilize.

The students are able to sit outside any of the campuses and utilize the Wi-Fi through the district resources. A number of businesses have open Internet access available to our students as well as the local Library.

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By TEA staff person:

**Schedule #13—Needs Assessment (cont.)**

County-district number or vendor ID: 188-903

Amendment # (for amendments only):

**Part 2: Alignment with Grant Goals and Objectives.** List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	Supply all 6 <sup>th</sup> and 7 <sup>th</sup> grader students with iPad Airls to better utilize technology implemented in the classroom.	Provide funding to satisfy the need.
2.	Supply 6 <sup>th</sup> and 7 <sup>th</sup> grade students with current technology and applications to utilize digital curriculum in the classroom.	iPad Airls for each student would meet this need.
3.	Enhance student learning and experiences for the 64% economically disadvantaged students.	The digital natives in our school today see technology as necessary and second nature. This grant will help the economically disadvantaged students receive some of the same technology experiences more affluent students now experience.
4.	Keep the 29.6% at-risk students more engaged.	The integrated technology in the classrooms will help the almost one-third of our student population identified as at-risk to stay more involved in the learning process through the use of technology.
5.	Allow teachers the ability to utilize previous staff development aimed at integrating technology in the classroom.	With students having the provided technology devices, teachers can readily implement strategies gained in previous staff developments on how to implement technology in the classroom.

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**Schedule #14—Management Plan**

County-district number or vendor ID: 188-903

Amendment # (for amendments only):

**Part 1: Staff Qualifications.** List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	Superintendent	Buddy Freeman has been superintendent in three districts that have been extremely technologically advanced. Two districts were among the first to implement 1to1 laptop and 1-1 iPad programs.
2.	Technology Director	Susan Looney has been the director in one of the premier technologically advanced districts. She implemented one of the very first MacBook 1to1 initiatives in the state and is a member of TCEA.
3.	Middle School Principal	Neila Malcom has been involved in many technology initiatives at Highland Park ISD and has many experiences with the 1to1 MacBook program. She promotes the use of technology in the classroom and is a member of TCEA.
4.	Network Manager	Graham Connor is an Apple Certified Macintosh Technician and possesses the skills to assure students will have a network capable of providing the required digital content.
5.		

**Part 2: Milestones and Timeline.** Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone	Begin Activity	End Activity
1.	Teachers will have an understanding of iPads as they relate to function in the classroom.	1. Overview and setup of iPads	08/20/2014	08/31/2016
		2. Implementation Strategies	08/21/2014	08/31/2016
		3. iPads and the Cloud	10/07/2014	08/31/2016
		4. Work smarter, not harder (Intentional Instruction)	10/14/2014	08/31/2016
		5.		
2.	Teachers will understand google drive and docs and how they can be utilized in the classroom to effectively deliver content in meaningful ways.	1. Google Drive & Docs to collaborate.	08/21/2014	08/31/2016
		2. Google Docs and the classroom	08/21/2014	08/31/2016
		3. Using Blogs and Wikis	08/21/2014	08/31/2016
		4. Appropriate uses of videos in instruction	10/14/2014	08/31/2016
		5.		
3.	Ongoing Professional Development	1. Weekly technology emails.	10/07/2014	08/31/2016
		2. Monthly technology staff meetings.	10/07/2014	08/31/2016
		3. Blog articles dedicated to Integration.	10/07/2014	08/31/2016
		4.		
		5.		
4.		1.		
		2.		
		3.		
		4.		
		5.		
5.		1.		
		2.		
		3.		
		4.		

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**Schedule #14—Management Plan (cont.)**

County-district number or vendor ID: 188-903

Amendment # (for amendments only):

**Part 3: Feedback and Continuous Improvement.** Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Campus administrators will be active in the implementation of the iPad initiative. The implementation and utilization of iPads in the curriculum will be notated through walk-through evaluations, PDAS evaluations, and periodic parent and student surveys.

With the grant coordinator located on the middle school campus, the implementation at the middle school campus will be a seamless integration with all technology initiatives the district has currently in place. The campus administrators will take a hands-on approach of proactive workshops that seek to engage the students in the classrooms. There will be bi-weekly documented walk-through evaluations with a heavy emphasis on processes that are taking place within the classroom, designed to strengthen areas needed for professional development.

PDAS Domain II Items 2, 3 and 9 as well as Domain IV Items 2, 3, and 8 will all serve as a source of data that will allow administrators to objectively view the utilization and Self-Directed nature of the classroom as part of the overall objectives of the iPad initiative.

3 Benchmark Examinations and Performance Assessments will be given in Mathematics and Science in order to track student growth. Data will be entered into DMAC and tracked at the student, classroom, campus and District Levels.

**Part 4: Sustainability and Commitment.** Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The district is currently undergoing a 1 to 1 MacBook program that is beginning year 8 for the high school students. The district is also currently pursuing the purchase of iPads at the Elementary School. These projects will work seamlessly with the current proposal. With the technology backbone: infrastructure and management software, this project will be implemented immediately, with no distraction from the current projects. In fact, the current projects will serve as a bridge and step-up to the implementation of the iPad initiatives.

Current staff has undergone approximately 30 hours of training from Apple Education. The staff is well aware of the recent changes in the past years that have led to portable tablet computers that will eventually replace the need for MacBooks.

The technology staff is well versed in the implementation of a mass rollout of technology, having been through a similar rollout 8 years ago (on a much grander scheme.)

The Highland Park School Board and administration has been supportive and will continue to support the best content delivery devices for the students, allowing the teachers to adapt to an ever-adapting generation of digital natives. They stand ready to meet the challenges of a 21<sup>st</sup> Century Learner in an ever more global environment.

Parents continue to make choices to buy into the technology initiative, sacrificing needs in order to provide a technologically rich environment at home that allows a more leveled playing field for the students. Businesses are supportive of students by providing access for the students who do not have the means to provide access to the internet.

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**Schedule #15—Project Evaluation**

County-district number or vendor ID: 188-903

Amendment # (for amendments only):

**Part 1: Evaluation Design.** List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	PDAS Domain II – Bi-weekly Walkthrough Evaluations	1.	Item 2 - Learner Centered Environment – 80% Exceed Expectations
		2.	Item 3-Critical Thinking and Problem Solving – 80% Exceeds Expectations
		3.	Item 9 – Use of Technology – 90% Exceeds Expectations
2.	PDAS Domain IV – Bi-Weekly Walkthrough Evaluations	1.	Item 2-Self Discipline and Self Direct Learning-80% Exceeds Expectations
		2.	Item 4-Equitable Teacher & Student Interaction-80% Exceeds Expectations
		3.	Item 8 – Manages Time and Materials – 80% Exceeds Expectations
3.	Increase in STAAR Results.	1.	Science Benchmarks Raw Scores will increase from September to January
		2.	Math Benchmark Raw Scores will increase from September to January
		3.	Final STAAR Results will increase from 2014 to 2016
4.	Surveys to determine the use of iPads and needs of stakeholders.	1.	Student survey to be completed at completion of each semester.
		2.	Parent survey to be completed at completion of each semester.
		3.	Teacher survey to be completed at completion of each semester.
5.	Benchmark /Performance Assessments	1.	Data Entered into DMAC for tracking purposes.
		2.	Student Electronic Portfolios through DMAC
		3.	

**Part 2: Data Collection and Problem Correction.** Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

There will be monthly staff trainings that will allow the participating teachers in the iPad initiative to discuss the trials and troubles that accompany the program. In addition, there will be a survey that is issued for the students, teachers and parents to complete at the end of each semester. This is item 4 in the Evaluation portion of this grant application. The surveys will be discussed at the monthly meeting in order to determine a plan of correction. These surveys will allow the stakeholders to look at issues from multiple angles, thereby determining the proper utilization of the iPads.

Teachers at the grade level will be chosen as Team Leaders who are more technologically savvy and will be trained in order to follow up with those teachers who are less proficient in technology.

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**Schedule #16—Responses to Statutory Requirements**

County-district number or vendor ID: 188-903

Amendment # (for amendments only):

**Statutory Requirement 1:** Applicant must describe how it will use funds to implement or enhance a technology lending program to loan students the equipment necessary to access and use electronic instructional materials. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The funds requested in this proposal will go to purchase 143 32 GB WiFi only iPad Airs, 143 protective cases, and 143 Blue-Tooth keyboards. Current students levels indicate a need of 143 iPads for a complete distribution of iPads to each student in the 6<sup>th</sup> and 7<sup>th</sup> grades. This will expand our current 1 to 1 initiative to the 6<sup>th</sup> through 12<sup>th</sup> grade students, inching the district closer to a complete 1 to 1 District-Wide Immersion.

The district will handle the professional development of current staff in order to increase awareness and implementation of the iPad initiative. The current instructional materials that are presently online will be utilized and implemented through the use of the Management system. Additional resources will be implemented through iTunes U, Khan Academy and various websites. Currently, the middle utilizes the Study Island software. The middle school will also continue the use of Apps such as Study Island to push the students further in comprehension and fluency in the middle school grades. Google Docs, Flashcards, Google Drive, and Dropbox will also be utilized.

This initiative will allow teachers and students to transform the culture of their classrooms to be more in line with the lifestyles that they live outside of the classroom. They will be able to take those digitally native citizens and empower them with the tools that they are so accustomed to utilizing, but within a realm that is facilitated, monitored and supported.

With available fund balance, the district will purchase carry pouches for each of the iPads to insure the safety of the purchases.

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**Schedule #16—Responses to Statutory Requirements**

County-district number or vendor ID: 188-903

Amendment # (for amendments only):

**Statutory Requirement 2:** If the applicant has already purchased, or is also purchasing, lending equipment through other funding sources such as the Instructional Materials Allotment, the applicant must describe how equipment from all funding sources will be used in a cohesive manner to support efforts to ensure students have dedicated access to a technology device. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

n/a

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**Schedule #17—Responses to TEA Program Requirements**

County-district number or vendor ID: 199-903

Amendment # (for amendments only):

**TEA Program Requirement 1:** Applicant must describe how the lending program aligns with existing mission and goals of the public school district or open-enrollment charter school. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Highland Park ISD is committed to being an organization that encourages all students and community members to be life-long learners. Essential to this vision is the development of the use of state-of-the-art technology that empowers teachers, students, and other adults to create learning experiences from the vast storehouse of information available both within and beyond the school building. In educating its students for the future, the district believes that schools must take part in equipping students, teachers, and the community to use all technology efficiently. This year, the district is committed to its vision of being an EXEMPLARY district, and we believe that our technology plays a major part in this endeavor.

These iPads will be utilized in the 6<sup>th</sup> and 7<sup>th</sup> Grade. Initial implementation areas will be focused on Mathematics and Sciences. These two areas are those that have shown smaller gains in achievement in the economically disadvantaged students on our campuses. These will allow a more level playing field, enabling those students who have less opportunity to technological devices equal access to these vital educational tools.

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By TEA staff person:



**Schedule #17—Responses to TEA Program Requirements**

County-district number or vendor ID: 199-903

Amendment # (for amendments only):

**TEA Program Requirement 2:** Applicant must describe how it will prioritize campuses with the highest need for a technology lending program. Applicant must also describe how it will ensure access to lending equipment and residential access to the Internet among students who have the greatest need. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The iPads will be available to all 6<sup>th</sup> and 7<sup>th</sup> grade students at the middle school campus. With a 64% economically disadvantaged population and 29% at-risk, we have found that with our laptops, 83% of our students currently have Wi-Fi Access in their homes. In addition, there are opportunities around town for the students to utilize the Internet in order to access the content required for classwork. Those students who are Special Needs will be able to make huge gains through the opportunity to work on ability-leveled instruction and specifically targeted applications and accommodations. The use of Apps will also increase Student-Driven Instruction, while increasing interest in the content. Teachers will have more tools at their disposal in order to challenge all students from Disabled to Gifted.

The 6<sup>th</sup> and 7<sup>th</sup> grades were chosen because of the natural progression of a computing device for our students. Eventually, it is our goal for all students to have a computing device that is issued to them. This initiative will allow our students in grades 6-12 to have a device at all times. Our ongoing 8-year program will provide students in grades 8-12 access to the opportunities. The rewarding of this grant would allow Highland Park ISD to expand the Immersion of Technology Integration to work closer towards allowing 1 to 1 for students from preK-12.

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 188-903

Amendment # (for amendments only):

**TEA Program Requirement 3:** Applicant must describe how the lending program aligns with current curriculum, instruction, and classroom management policies and/or practices on its participating campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Highland Park ISD is committed to being an organization that encourages all students and community members to be life-long learners. Essential to this vision is the development of the use of state-of-the-art technology that empowers teachers, students, and other adults to create learning experiences from the vast storehouse of information available both within and beyond the school building. In educating its students for the future, the district believes that schools must take part in equipping students, teachers, and the community to use all technology efficiently. This year, the district is committed to its vision of being an EXEMPLARY district, and we believe that our technology plays a major part in this endeavor.

Highland Park Independent School District will share items with students in a manner similar to the MacBook 1 to 1 initiative.

Students and parents must sign an acceptable use policy in order to receive a technological device. Each student within the designated grade levels will be issued the iPads, therefore distribution will be tracked through a barcoded software, as well as the Casper Suite JSS Management System.

The district requires a technology fee from each student in order to become self-insured. Scholarships are available to students whose hardships limit their ability to pay the fee.

Three full-time Technology Staff members will be available to assist students with their technological devices. In addition, Team Leaders and Campus Administrators will serve as troubleshooters.

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By TEA staff person:

**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 188-903

Amendment # (for amendments only):

**TEA Program Requirement 4:** Applicant must describe how it is using electronic instructional materials in one or more foundation curriculum subject area(s) for one or more grade level(s). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The district currently uses Study Island software for all middle school students in Science, Math, English, and Social Studies.

The district currently has a 1 to 1 MacBook program for all high school students. All staff members are incorporating the use of the MacBooks in the basic disciplines to improve STARR performance in Reading, Writing, Math, Social Studies, and Science.

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 188-903

Amendment # (for amendments only):

**TEA Program Requirement 5:** Applicant must describe professional development for teachers in the use of electronic instructional material that has already occurred or will occur within the first three months of the grant period (i.e., October 1, 2014-December 31, 2014) to be prepared for the grant implementation. Note: Any professional development that is provided within the grant period must be provided with non-grant funds. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Teachers have currently been trained in the use of social media. The social media supported, has been in place since 2011. Apple, Inc. has trained teachers for 30 Hours beginning in 2006.

Teachers will be participating in the Region 16 i3 conference on August 20<sup>th</sup> that is designed around Digital Curriculum. Training at the Campus and District levels will be provided at no cost to the Grant. With current staff and administration conducting the trainings, there will be no associated costs. Below outlines scheduled trainings through this grant:

Google Docs and the classroom	10/7/14
Using Blogs and Wikis	10/7/14
Overview and setup of iPads	10/7/14
Implementation Strategies	10/7/14
Weekly technology emails.	10/7/14
Monthly technology staff meetings.	10/7/14
Blog articles dedicated to Integration	10/7/14
Appropriate uses of videos in instruction	10/14/14
iPads and the Cloud	10/14/14
Work smarter, not harder (Intentional Instruction)	10/14/14
Web 2.0 Tools to collaborate.	10/14/14

**TEA Program Requirement 6:** Applicant must describe how infrastructure is adequate to support students' anticipated use of devices provided through the grant at its participating campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Each campus is currently served via Gigabit-switched Ethernet and 802.11N Wireless Internet. All campuses are wired with a minimum of 4 drops per classroom with a link back to the network control center via gigabit fiber connections. District Internet Connection to Region 16 Service Center is filtered with Content Filtering and Firewall. The current iPads at the Elementary School are managed through the Casper Suite JSS Management System. This management system along with the "Find My Device" app allows District Technology Staff to track and manage Laptop Computers as well as the current iPads. This system is currently in place and able to accommodate additional iPads as the district needs continue to grow.

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 188-903

Amendment # (for amendments only):

**TEA Program Requirement 7:** Applicant must describe a plan for providing Internet access to the homes of students as needed. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

With the iPads, students can download any assignments that need to be completed at the school while on the schools dedicated Internet Access. Students can also complete differentiated instruction at home using Apps that are not bound to the Internet.

Additionally, students have access to Internet through local businesses, library and before and after school hours at campuses throughout the district.

Currently, a large portion of our students lives within 2 miles of a campus. This allows many of our current students to walk to and from school and even delay their departure from school in order to access the Internet to work on their assignments.

**TEA Program Requirement 8:** Applicant must describe how technical support is adequate to support students' anticipated use of devices provided through the grant at its participating campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The district currently has three full time staff members assigned to the implementation and support of our current technology initiatives. These staff members have a dedicated area accessible by the middle school at all times during the school day.

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 188-903

Amendment # (for amendments only):

**TEA Program Requirement 9:** Applicant must describe how the grant will be administered on participating campus(es), including a description of how the check-out and check-in process will operate, who will be in charge of the check-out process, especially in cases of competing need, and the process that will be used to maintain the technology lending equipment in proper working condition. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The technology support staff, consisting of three full time employees, will administer the grant on the middle school campus. All iPad Airs will be entered into the fixed assets system and assigned a bar code. Each unique bar coded iPad Air will then be assigned to a 6<sup>th</sup> or 7<sup>th</sup> grade student. Students will pick up the iPads at the beginning of the program and check them back in toward the end of the school year. The summer time will be used for repairs and software updates. The application "Find My iPad" will be used to locate any lost or stolen devices. Students can also stop by the technology department at any time during the school day for assistance.

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 188-903

Amendment # (for amendments only):

**TEA Program Requirement 10:** Applicant must describe how it will account for the technology lending equipment according to local policy, including providing insurance if appropriate. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

A technology fee schedule similar to the current schedule for the 1 to 1 MacBook program will be established for students using one of the iPads. This money is used as a self-insurance program for the district to help pay the costs of repairs. All iPad Airs will be entered into the fixed assets system and assigned a bar code. Each unique bar coded iPad Air will then be assigned to a 6<sup>th</sup> or 7<sup>th</sup> grade student. The JSS security system currently in place at the district and the "Find My iPad" app on each iPad will be utilized to keep track of the iPads and to push out software updates when necessary.

**TEA Program Requirement 11:** Applicants must describe the development and implementation of a *Technology Lending Agreement* to be signed by parents or guardians of the students and by the student. The agreement must address responsible use and care of the equipment, responsible use of the district's digital resources, and responsible use of the Internet. The agreement may incorporate an existing *Responsible Use Policy* by reference. The Technology Lending Agreement must verify that students receiving Internet access at home have a demonstrated grade level mastery of the Digital Citizenship strand of the Technology Applications Texas Essential Knowledge and Skills (TEKS). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Highland Park Independent School District currently has in place a Lending Agreement for their current Laptop Initiative. The students and parents are required to sign an acceptable use policy that includes a fee schedule for deliberate damage and loss or theft of property. In addition, the students are required to pay a Technology fee that allows the district to self-insure the technology products that are out on loan.

If the students or the parents refuse to sign the acceptable use policy, the lending agreement is null and voided. If the parents or students are unable to pay the Technology Fee, there are Scholarship opportunities for students, thereby allowing the all students the opportunity to participate in the lending program.

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